

INTERACTIVE TECHNOLOGIES FOR FORMATION OF SOCIAL COMPETENCE OF FOREIGN STUDENTS

Now the educational process requires constant change due to new priorities and social values; the realities of vocational education require significant changes in teaching strategy and tactics. The training of foreign students is aimed at the formation of various competencies that help future professionals to conduct highly qualified professional activities both in their own countries and abroad. In this regard, special attention during the study of academic disciplines should be paid to the process of cognitive activity of foreign students. Interactive educational technologies are aimed at the development of such qualities through interaction. The use of interactive models involves the functioning of the methodological system, the main feature of which is not the presentation of ready-made knowledge and their reproduction, but independent mastery the skills and abilities in the process of active cognitive practice.

The ideas of active and interactive teaching methods were studied by Ukrainian and foreign teachers, including L.V. Pirozhenko, O.I. Pometun, O.A. Komar, N.P. Volkova, O.B. Tarnopolskyi, S. Sysoieva, L. Moiseienko, V. Yagodnikova, R. Gurevych, I. Tiahai.

Vocational education of foreign students is aimed at professional and personal development, the student acquires knowledge, skills and abilities in a particular specialty, but it is impossible to become a specialist without acquiring other competencies that allow to participate effectively in social and working lives which was established in Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning. In order to master successfully these competencies, it is necessary to create appropriate conditions for foreign students to study and stay in the country. Interactive technologies are tools that can create such conditions.

Currently, there is no single classification of interactive teaching methods among pedagogical scientists, but everyone agrees that these methods activate cognitive activity, increase the speed of processing information, develop the ability to analyse, form a basis for students to make competent decisions.

For the analysis of interactive learning technologies, we consider the classification and definition of interactive technologies made by N. P. Volkova. The researcher identifies dialogue and discussion learning technologies, case-study technologies, game technologies, collaborative learning technologies, training technologies, facilitation learning technologies, information and communication technologies, gamification, which should be considered to create a favourable environment for social competence development of foreign students.

Interactive technologies help to create conditions for creative analysis of problems that arise, new approaches to problem solving; they become a basis for pedagogical support, stimulate self-education, reveal the potential of foreign students, because the teacher does not give them ready solutions and answers, but helps to find own answers, make own decisions; promote the development of non-standard thinking, initiative and deeper mastery of practical communication skills, group work. Among the advantages of interactive technologies for the formation of social competence of foreign students there are the following: the direct application of acquired knowledge, which is insufficiently mastered without practice, development of research skills, responsibility for their own decisions, development of communication skills, strengthening internal motivation for cognitive activity. This ensures the sustainable functioning of the process of the future specialist self-development and improving the quality of education in general.